

# Nameera Akhtar

## List of Publications by Year in descending order

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Version: 2024-02-01

48  
papers

3,725  
citations

186265  
28  
h-index

214800  
47  
g-index

49  
all docs

49  
docs citations

49  
times ranked

1943  
citing authors

#	ARTICLE	IF	CITATIONS
1	Still Infantilizing Autism? An Update and Extension of Stevenson et al. (2011). Autism in Adulthood, 2022, 4, 224-232.	6.9	10
2	Neurodiversity and deficit perspectives in <i>The Washington Post</i>’s coverage of autism. Disability and Society, 2021, 36, 812-833.	2.2	14
3	Stretching the Social: Broadening the Behavioral Indicators of Sociality. Child Development Perspectives, 2020, 14, 28-33.	3.9	13
4	Experiencing social connection: A qualitative study of mothers of nonspeaking autistic children. PLoS ONE, 2020, 15, e0242661.	2.5	9
5	Being versus appearing socially uninterested: Challenging assumptions about social motivation in autism. Behavioral and Brain Sciences, 2019, 42, e82.	0.7	209
6	Supporting autistic flourishing. Behavioral and Brain Sciences, 2019, 42, .	0.7	4
7	Exploring preschool teachers' perspectives on linguistic diversity: A Q study. Teaching and Teacher Education, 2017, 65, 157-170.	3.2	12
8	Language experience and preschoolers' foreign word learning. Bilingualism, 2017, 20, 642-648.	1.3	12
9	The role of addressee backchannels and conversational grounding in vicarious word learning in four-year-olds. First Language, 2017, 37, 648-671.	1.2	5
10	On Social Feedback Loops and Cascading Effects in Autism. Psychological Science, 2016, 27, 1528-1530.	3.3	39
11	Building Bridges: Cognitive Development in Typical and Atypical Populations. Journal of Cognition and Development, 2016, 17, 549-552.	1.3	2
12	Two-year-olds’ understanding of self-symbols. British Journal of Developmental Psychology, 2014, 32, 262-275.	1.7	4
13	Learning words from labeling and directive speech. First Language, 2014, 34, 450-461.	1.2	6
14	Toddlers’ imitative learning in interactive and observational contexts: The role of age and familiarity of the model. Journal of Experimental Child Psychology, 2013, 116, 309-323.	1.4	39
15	The development of social learning in interactive and observational contexts. Journal of Experimental Child Psychology, 2013, 114, 161-172.	1.4	31
16	Deficit or difference? Interpreting diverse developmental paths: An introduction to the special section.. Developmental Psychology, 2013, 49, 1-3.	1.6	52
17	A Critical Examination of Mindblindness as a Metaphor for Autism. Child Development Perspectives, 2013, 7, 110-114.	3.9	21
18	Learning foreign labels from a foreign speaker: the role of (limited) exposure to a second language. Journal of Child Language, 2012, 39, 1135-1149.	1.2	26

#	ARTICLE	IF	CITATIONS
19	Early humour production. <i>British Journal of Developmental Psychology</i> , 2012, 30, 586-603.	1.7	58
20	Cognitive and Linguistic Correlates of Early Exposure to More than One Language. <i>Advances in Child Development and Behavior</i> , 2012, 42, 41-78.	1.3	64
21	Third-Party Social Interaction and Word Learning From Video. <i>Child Development</i> , 2011, 82, 902-915.	3.0	65
22	Preschoolers joke with jokers, but correct foreigners. <i>Developmental Science</i> , 2011, 14, 848-858.	2.4	43
23	Orienting to third-party conversations. <i>Journal of Child Language</i> , 2011, 38, 273-296.	1.2	12
24	On Privileging the Role of Gaze in Infant Social Cognition. <i>Child Development Perspectives</i> , 2008, 2, 59-65.	3.9	130
25	Imitative learning from a third-party interaction: Relations with self-recognition and perspective taking. <i>Journal of Experimental Child Psychology</i> , 2008, 101, 114-123.	1.4	41
26	Two-year-olds' productivity with verbal inflections. <i>Journal of Child Language</i> , 2007, 34, 861-873.	1.2	3
27	Joint Attention and Vocabulary Development: A Critical Look. <i>Language and Linguistics Compass</i> , 2007, 1, 195-207.	2.3	107
28	Can 18-Month-Old Infants Learn Words by Listening In on Conversations?. <i>Infancy</i> , 2006, 9, 327-339.	1.6	137
29	The robustness of learning through overhearing. <i>Developmental Science</i> , 2005, 8, 199-209.	2.4	191
30	Nativist versus constructivist goals in studying child language. <i>Journal of Child Language</i> , 2004, 31, 459-462.	1.2	11
31	Two-year-olds' sensitivity to speakers' intent: an alternative account of Samuelson and Smith. <i>Developmental Science</i> , 2004, 7, 33-41.	2.4	54
32	Learning antecedents for anaphoric one. <i>Cognition</i> , 2004, 93, 141-145.	2.2	26
33	What paradox? A response to Naigles (2002). <i>Cognition</i> , 2003, 88, 317-323.	2.2	14
34	Relevance and early word learning. <i>Journal of Child Language</i> , 2002, 29, 677-686.	1.2	42
35	Learning Words through Overhearing. <i>Child Development</i> , 2001, 72, 416-430.	3.0	253
36	The Social Nature of Words and Word Learning. , 2000, , 115-135.		125

#	ARTICLE	IF	CITATIONS
37	Early lexical acquisition: the role of cross-situational learning. <i>First Language</i> , 1999, 19, 347-358.	1.2	112
38	Acquiring basic word order: evidence for data-driven learning of syntactic structure. <i>Journal of Child Language</i> , 1999, 26, 339-356.	1.2	244
39	Differential productivity in young children's use of nouns and verbs. <i>Journal of Child Language</i> , 1997, 24, 373-387.	1.2	170
40	Young children's productivity with word order and verb morphology.. <i>Developmental Psychology</i> , 1997, 33, 952-965.	1.6	209
41	Two-year-olds learn words for absent objects and actions. <i>British Journal of Developmental Psychology</i> , 1996, 14, 79-93.	1.7	119
42	Eighteen-month-old children learn words in non-ostensive contexts. <i>Journal of Child Language</i> , 1996, 23, 157-176.	1.2	165
43	The Role of Discourse Novelty in Early Word Learning. <i>Child Development</i> , 1996, 67, 635.	3.0	165
44	The Development of Communication: From Social Interaction to Language. <i>Language and Speech</i> , 1995, 38, 203-205.	1.1	1
45	Two-year-olds use pragmatic cues to differentiate reference to objects and actions. <i>Cognitive Development</i> , 1995, 10, 201-224.	1.3	165
46	Social information processing deficits of aggressive children: Present findings and implications for social skills training. <i>Clinical Psychology Review</i> , 1991, 11, 621-644.	11.4	73
47	Directive interactions and early vocabulary development: the role of joint attentional focus. <i>Journal of Child Language</i> , 1991, 18, 41-49.	1.2	262
48	Relations between covert orienting and filtering in the development of visual attention. <i>Journal of Experimental Child Psychology</i> , 1989, 48, 315-334.	1.4	156